Course Change Proposal
Form A

Academic Group (College): HEALTH AND HUMAN SERVICES
Academic Organization (Department): NURSING
Date: April 24, 2008

Type of Course Proposal:
New___ Change ___ Deletion ___

Department Chair:
Ann Stoltz PhD, RN
Submitted by:
Ann Stoltz PhD, RN

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No ___

For Catalog Copy: Yes ___ No ___

CCE (Extension): Yes ___ No ___

Semester Effective:
Fall ___ Spring ___ 2008

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:
Subject Area (prefix) & Catalog Nbr (course no.): NURS 178
Title: Culminating Project
Units: 2 Units

Change to:
Subject Area (prefix) & Catalog Nbr (course no.): NURS 178
Title: Culminating Project
Units: 3 Units

JUSTIFICATION:
The Division of Nursing was awarded a contract with the Sacramento Employment Training Agency (SETA) to provide financial assistance to 50 RNs in two cohorts. Funding was also awarded to create a program that addresses the specific learning needs of the returning RNS. The goals of the new RN to BSN program are to revise the current program to be completed in one year and to increase accessibility by offering the courses in the evening and via video streaming for the working RNs. The existing courses for the undergraduate generic nursing program will not change. The intent is for the RN to BSN program to be a separate program within the Division of Nursing.

N178 provides for students the opportunity to demonstrate intellectual and creative skills that have been developed over the course of study in the Bachelors’ program. The project is research based and results in a tangible product to demonstrate synthesis of the student’s coursework.

The current course was created and approved for the new RN to BSN program. The faculty have worked with this course for two semesters and identified that the number of hours needed to achieve the course objectives exceeded those that are allocated for a 2 unit course. To accommodate the increase in time necessary to complete the culminating experience, an additional unit is requested, bringing the total number of units to 3 for the course.

This change will not have fiscal repercussions, but will slightly increase FTES.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

NURS 178 Culminating Project. Students will apply leadership and management principles within a community setting or organization to mutually determine a defined need or issue, identify goals to meet or solve the issue and complete the culminating project based on course work completed in NURS 174 and NURS 173.
Laboratory three hours
Pre-requisite: NURS 171, NURS 173, NURS 174, NURS 170, NURS 179
3 units

Note:
<table>
<thead>
<tr>
<th>Prerequisite: 171, 173, 174, 170, 179</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforced at Registration: Yes <em>X</em> No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corequisite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enforced at Registration: Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAN (California Articulation Number):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graded: Letter <em>X</em> Credit/No Credit _</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title for CMS (not more than 30 characters)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Listed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes <em>X</em> No</td>
</tr>
</tbody>
</table>

If yes, do they meet together and fulfill the same requirement, and what is the other course.

<table>
<thead>
<tr>
<th>How Many Times Can This Course be Taken for Credit? <em>1X</em></th>
</tr>
</thead>
</table>

| Can the course be taken for Credit more than once during the same term? Yes _ No _X_ |
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

No change from previously approved course objectives.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

No change from the previously approved course assessment strategies

For whom is this course being developed?

- Majors in the Dept. X___
- Majors of other Depts ___
- Minors in the Dept ___
- General Education ___
- Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_ No ___

If yes, identify program(s): Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No _X_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Nursing ____________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-13-08</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-13-08</td>
</tr>
</tbody>
</table>

CPSP (for school personnel courses ONLY)

<table>
<thead>
<tr>
<th>Associate Vice President and Dean for Academic Programs</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CONDITIONAL APPROVAL</td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

8/27/07
NUR 178: RN to BSN Culminating Project Syllabus

Course description: Students will apply leadership and management principles within a community setting or organization to mutually determine a need or issue, identify goals to meet or solve the issue, and complete a culminating project based on theory and knowledge from course work in N174 and N173.

When you finish this program, we hope you can say.....

“I know how to learn, how to think, how to solve complex problems in the real world of healthcare, enjoy working effectively as team member, AND that I love learning”.

Lecture: three hours
Placement of Course: Second semester RN to BSN program
Prerequisite: NURS 171, 173
Co-requisite: NURS 174
Fall & Spring
3 units

Course Meeting: Class meets weekly. Teams meet as agreed in person and online. Team assignments and individual analysis logs are due each month.

Students with Disabilities
If you have a disability and require accommodations, you need to provide disability documentation to the office of Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with Dian Baker or any of the other course faculty after class or during office hours early in the semester. For more information regarding disability accommodation you may visit www.csus.edu/sswd/.
Faculty: Each team is assigned to a faculty mentor. For general concerns and questions contact:

Campus office: ELD 1035
Campus phone: 916-278-7243
E-mail: dibaker@csus.edu (preferred method of contact)
Office/Contact Hours: Thursday 2 to 4 PM, or by appointment (email for an appointment)

Course Objectives:

Upon completion of the course, the student will be able demonstrate leadership and management principles to:

1. Apply critical thinking and problem solving strategies to resolve issues about health and healthcare systems.

2. Examine the historical, legal, social, cultural, political, and economic factors that influence community and world health care delivery systems to identify challenges in those systems and seek resolutions.

3. Synthesize knowledge from theory and research in implementing a healthcare systems/solution project.

4. Function collaboratively in both small work teams and at the multidisciplinary community-level in solving healthcare issues.

5. Utilize computers and technologies to access, retrieve, and analyze data.

6. Communicate findings and healthcare knowledge both orally and in writing.

Teaching Strategies:

This is a blended learning course accessed through WebCT. Independent study and team work are expected to complete the culminating project. Teaching strategies include team work activities, independent research, and project portfolios. Important note: You should check the WebCT course site at least three times a week for posting, emails, and announcements.

This course uses problem-based learning and specific strategies to analyze a quality of life issue as it relates to health and determine possible solution at the macro and micro level.
Why problem-based learning?

Problem-based learning (PBL) is older than traditional lecture style learning and provides a more effective method for teaching and learning critical thinking. The overall goal of PBL is to learn how to learn and how to apply that learning in the real world. In the real world, most work is done in groups; hopefully these groups turn into to teams that augment each other and become more powerful than any one individual in solving problems. PBL is designed to assist students to become creative thinkers that can work and function well as part of a solution team. PBL requires significant teamwork – see WebCT for helpful guidelines and tips on effective teamwork, recording of team meetings, and team member roles.

What is learning? (adapted from the American Association for Higher Education)

Learning (is) a process that culminates in the ability:

- to ask the right questions and frame good problems,
- to acquire information and evaluate sources of information
- to critically investigate and solve problems,
- to make choices among many alternatives
- to explain concepts to others (both verbally and in writing) and
to generalize to new situations.

Nursing 178 Culminating Project Outcomes

By the end of the RN to BSN curriculum, the student is expected to meet the following performance benchmarks: (adapted from Oregon Consortium for Nursing Education)

1. Ethical Practice
   a. Works with team members to assure that patient rights are protected by institutional policies and practices.
   b. Analyzes policies which have inherent dilemmas such as social justice vs. individual autonomy.

2. Reflective Practice
   a. Uses multiple resources in establishing insightful, reflective evaluations and plan for change.
   b. Includes individual, professional and societal factors and implications.
   c. Establishes plan for change.

3. Self-directed learning
   a. Adapts and evaluates learning for specific situations; critically reflects on, and incorporates changes needed for similar situations.
4. Leadership
   a. Uses personal characteristics of effective leadership (e.g., confidence, risk-taking, openness, enthusiasm) to inspire team members toward achieving client/agency goals, and diminish resistance among others.
   b. Evaluates performance, explains decisions, solicits suggestions and supports progress.
   c. Mentors others in delegation. Promotes collaborative teamwork. Empowers others.
   d. Identifies a vision and influences others to share the vision (AAS Scope of Practice).
   e. Demonstrates well-developed change management skills: planning, organizing, implementing and coordinating, monitoring and evaluating, improving quality, and managing fiscal resources.
   f. Incorporates attributes of effective leadership and partnership practices into family, community and population interventions.

5. Collaboration
   a. Initiates collaboration and seeks consultation with other team members.
   b. Seeks opportunity to work with healthcare team members with different points of view; uses every interaction as an opportunity to build relationships; follows through on commitments.
   c. Collaborates effectively with individuals, families and communities to achieve optimal health outcomes.

6. Health Care System
   a. Intervenes for improved health management within community and agency.
   b. Lists benefits and costs affective resource options to meet needs of client or community health care situations.
   c. Identifies current barriers and inconsistencies in resource utilization within a health care system.
   d. Obtains data for analyzing health care resource problems.
   e. Works in partnership with communities and agencies to ensure that the project meets the goals of that community or agency.

7. Relationship Centered Care
   a. Integrates and adapts personal style with expected professional relationship style to facilitate teamwork.
   b. Consistently sets and respects appropriate boundaries.
   c. Uses understanding of cultural, economic, environmental and social differences to assess uniqueness of community agency.

8. Communication
a. Adapts verbal and nonverbal communication styles in complex situations.
b. Provides accurate and complete verbal and written communications incorporating context and complexity of the situation.
c. Promotes collaborative interactions within all members of the health care team.
d. Uses population based analytic methods to identify population needs and interventions and communicates them to communities.

9. Judgment
   a. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment.
   b. Focuses on the most relevant and important data useful for explaining the community agency issue.

10. Evidence-Based Practice
    a. Assesses search results to determine whether alternative information retrieval systems should be utilized.
    b. Fluidly incorporates of current knowledge from other disciplines.
    c. Uses epidemiological methods to identify populations at risk, assess needs and evaluate outcomes.
    d. Re-evaluates policies, procedures or standards of practice when evidence supports a change.
Topical Course Outline and Assignment Instructions

(assignments, due dates, and information regarding the TOC is subject to change – check WebCT at least twice a week for updates)

*** WebCT readings and modules will be assigned in addition to the team work outlined below – check WebCT *****

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities and Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formation of teams</td>
<td>Name of topic and analysis of why the topics was selected and why it is important to quality of life and health issues – team submission</td>
</tr>
<tr>
<td></td>
<td>Roles and responsibilities for team project</td>
<td>Submission of minutes and attendance log of team meetings</td>
</tr>
<tr>
<td></td>
<td>Selection of topics</td>
<td>Individual analysis log</td>
</tr>
<tr>
<td></td>
<td>Research and review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Epidemiology and data collection and analysis</td>
<td>2 to 3 page paper providing data sources and analysis of data for your topic Submission of minutes and attendance log of team meetings</td>
</tr>
<tr>
<td></td>
<td>Part 1: Assessment of educational/ ecological and environmental issues</td>
<td>List of at least 3 outcomes with predisposing/ enabling and reinforcing factors for the individual</td>
</tr>
<tr>
<td></td>
<td>Predisposing/ enabling/ and reinforcing factors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part 2: Administrative and Policy assessment</td>
<td>1 page paper outlining administrative and policy assessments and analysis Submission of minutes and attendance log of team meetings</td>
</tr>
<tr>
<td></td>
<td>Planning for intervention</td>
<td>Due date TBA 3 to 5 page implementation plan including a timeline, budget, personnel needs – team</td>
</tr>
<tr>
<td></td>
<td>What has been tired?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is available?</td>
<td></td>
</tr>
</tbody>
</table>

Individual analysis log

Peer Review
| Development of implementation plan | submission  
| | Submission of minutes and attendance log of team meetings  
| | *Individual analysis log*  
| Developing an evaluation plan | Due date TBA  
| | Submission of minutes and attendance log of team meetings  
| Putting in all together | Due date TBA  
| | Class presentations  
| | Include handouts and materials  
| | Submission of minutes and attendance log of team meetings  
| | Final analysis log – personal reflection of your experience as a team member (Due date TBA)  

**Brief Overall of PBL and Health-related quality of life issues**

**Green and Kreuter's PRECED-PROCEED Model**


*Spring semester 2008 complete Phases 1 & 2*

**Phase 1: Social Assessment, Participatory Planning, and Situational Analysis**

a) Social marketing title  
b) Explain why it is an issue for this community and why it was selected  
c) Explain how this issue relates to a Quality of Life issue and healthcare  
d) How does this issue translate from community to the hospital setting?  
e) Health objectives (goals) clearly stated  
f) List the community-level and hospital members that you may need for *participatory action*

**Phase 2: Epidemiological Diagnosis: Health, Behavioral and Environmental Assessments**

N178_syllabus_2007-2008_YearOne_RN to BSN grant program / DLB
a) Gather data – to support your issues and its importance
   i. Health data/ genetic data
   ii. Behavioral data
   iii. Environmental data
   iv. If indicated, gather institutional data
b) Note the SOURCE of the data
c) Think about how you would measure changes in this data to determine outcome (this will go in the evaluation section)
d) Include sociocultural data and analysis – be sure to think about special populations and how they will be included

Fall semester 2008

Phase 3: Ecological, Educational, and Environmental Assessments

a) List the terminal health behavior (state these in the positive form)
   For each terminal health behavior list the (PRE) predisposing, reinforcing, and enabling factors. (remember to state the PRE in terms of the terminal health behavior) Note how likely you think it is to change
b) List social/ environment determinant of health that has impact on your issues
c) List the possible environmental/ institutional issues
d) Be sure to include special populations and what accommodations may be needed

Phase 4a: Program, Administrative, and Policy Design

a) What theories underpin your analysis? Explain why.
b) Administration and Policy
   i. Who are the Power Players that must be involved
      i. Who else needs to be involved?
   ii. What are the laws, regulations, policies, administrative regulations that affect your issue
      i. What about timing, what is the political reality,
   iii. Attend a policy, legislative or other meeting related to your issue.
iv. Determine needed resources
v. Make up a timeline (e.g. Gantt chart)
vi. Draft a budget
vii. Review policies and procedures related to budget and finance
viii. How will you provide “quality assurance”?
ix. What are the ethical considerations?
x. Did you consider the needs of special populations in your administrative and policy assessment?

Phase 4b: Interventions/ Implementation plans
a) What are your likely interventions?
b) What has been tried? Why did it work or not work?
c) Are there evidence-based practices that can you can use?
d) Are they standardized clinical guidelines?
e) What evidence or theory do you have that they are likely to work?
f) Decide what you are going to implement to reach your desired outcomes
g) Did you consider the needs of special populations in your intervention planning?

**Phase 5 would be the actual implementation**

**Phase 6 & 7: Evaluation**

a) Process Evaluation: What are the important process evaluation data to collect?
b) Impact Evaluation: How would you measure your more immediate impact?
c) Outcome Evaluation: What is the BIG goal? What will really change to make the community/individual healthier?
   List at least two ways (if you had all the time and money you needed) that you would measure the (big overall) outcome evaluation

**Analysis of a health policy meeting**

Attend a community health meeting or governmental meeting that is addressing a public health issue.

1. Prior to attending the meeting, conduct research to determine the general purpose of the meeting, issues involved, and the pros and cons of the proposed solution(s), if any.
2. Observe the meeting, noting the general process, decision making, and power structures.
3. Critically evaluate the public policy meeting using the guideline tool.

**OVERVIEW**
- Describe the purpose of the meeting, time and location, and the membership of the group.
- Describe the overall goal of the policy or process that the group or government is working to establish
- How long has the group been meeting? What have they accomplished to date?

**HEALTH ISSUE**
- State the health issue(s) being addressed
- Briefly state why the issue(s) are important – who is most affected?
  - What happens if the issues is not addressed or resolved?
CONSUMER INVOLVEMENT – SOCIAL JUSTICE
- Are consumers affected by the policy or issue involved in the process? If so, how?
- If consumers are present, did they have an equal voice?
- Are cultural/ ethnic issues considered?
- Are principles of social justice applied?

NURSING ROLE
- What role might nurses, in any setting, have in assisting with the issue(s)?

ANALYSIS AND EVALUATION
- Briefly evaluate the meeting, was it productive? Why or why not?
- Do you think they will accomplish their goal? Why or why not?

- Add any other items that are of interest
- Prepare to share your findings and observation with your classmates

4. Write up: In no more than 3 pages, write up your evaluation and synthesis of the public health policy meeting. **Label each section.** Use course standards for submission of the write up.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each section is labeled and clear and concise information is presented (as available)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Summary analysis and recommendation/ analysis is provided</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Role of the nurse with the public policy is clearly presented</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Write up is according to directions and within the page limit</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Reflective analysis paper**

Purpose: You have been identified as a candidate for The Joint Commission’s “Excellence in Leadership” Award for your institution. In order to be considered as a final candidate for this award, you must submit a 5,000 word (~ 15 - 20 pages) paper that addresses the knowledge and skills obtained during your RN to BSN Program and evidence of your ability to assume a leadership role in nursing.

Address each of the following topics:
• Leadership & Management: Describe organizational structure and the impact of that structure on nursing care with examples from your own practice
• Program Planning: Demonstrate your ability to design and implement a program plan at the "system" level based on a public health issue of importance
• Evidenced Based Practice: Demonstrate your ability to locate, evaluate, and apply research and demonstrate how you have applied this information
• Critical Reasoning: Provide examples of how a nurse manager would devise a training for nursing staff in the application of critical reasoning

The paper must include:
APA Format
At least 5,000 words (15 – 20 pages)
Title Page
Reference List

Texts & Materials: texts and materials from previous course work in the RN to BSN program

Evaluation Methods: (subject to modification)

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall group project</td>
<td>30%</td>
</tr>
<tr>
<td>Individual effort and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Process logs</td>
<td></td>
</tr>
<tr>
<td>Self analysis</td>
<td></td>
</tr>
<tr>
<td>Peer review</td>
<td>10%</td>
</tr>
<tr>
<td>Policy analysis paper</td>
<td>20%</td>
</tr>
<tr>
<td>Reflective analysis paper</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale: Grading scales are the same for all the RN to BSN program courses. (see N173 syllabus)

Grading Policies:

Assignments

All assignments must be completed to receive a course grade. No credit for will be awarded for partial completion of the required course assignments.

Procedure for the Make-up of Missed Class Time (if there are video streamed classes)

Videostreamed that are missed during live-time class can be made up by watching the videostreamed class and sending your instructor a one paragraph brief overview of the class content and the date that you watched the class.
Missed classes must be watched by two weeks after the first airing of the class.

Policy for Incomplete

Incompletes for course are strongly discouraged and may be granted only by written request. Evidence of work toward completion of course assignments must in evidence. The petition for an incomplete must list all request for incomplete assignments and reassigned due dates. Petitions for an incomplete must be filled with the faculty of record by the last class meeting.

Policy on Academic Dishonesty

Any student who is deemed by the faculty to be involved in academic dishonesty (cheating, plagiarism) may receive a grade of an F on the assignment with further sanctions possible in light of the severity of the offense. For more information, please access the policy in its entirety at: http://www.csus.edu/admbus/umanual/UMA00150.htm. Also see information on plagiarism at http://library.csus.edu/content2.asp?pageID=353

Tracking student online activities:

The instructor will maintain a copy/log of online discussions and required postings. The learning management course system used at CSUS automatically tracks the day and time every user logs on and off.

Authenticating Student Work:
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete.

Appropriate Online Behavior:

See Netiquette guidelines at: http://www.albion.com/netiquette/corerules.html Accepted emoticons and other methods of communication unique to the online Learning world:
http://www.computeruser.com/resources/dictionary/emoticons.html

Helpful Phone Numbers And Contacts:
WebCT support
E-mail: web-courses@csus.edu
Phone: (916) 278-7337